

**SYNTHESIS**

Original Bloom's Taxonomy V

**[CREATE]**

Revised Bloom's Taxonomy VI

ability to put parts together to form a new whole; unique communication; set of abstract relations

combining elements into a pattern not clearly evident before

**KEY WORDS**

LEVEL 2

adopt	compose	develop	format	hypothesize	make	portray
assemble	concoct	devise	formulate	imagine	make up	produce
blend	connect	dictate	frame	incorporate	model	publish
build	construct	do	gather	integrate	organize	rearrange
collect	create	elaborate	generate	interact	originate	refine
combine	cultivate	establish	glean	invent	participate	revise
compile	design	form	graph	judge	plan	synthesize

**CLASSROOM TIPS**

LEVEL 2

How To Teach: article, radio show, video, puppet show, inventions, poetry, short story

What To Observe: combine, invent, compose, hypothesis, create, produce, write

Instructional Strategies: journaling, challenging, assumptions, discussions

**QUESTIONING PROMPTS**

LEVEL 2

Create/propose an alternative to_____.	Propose a hypothesis/an experiment for_____.	What solutions would you suggest for_____?
How would you improve_____?	Develop a model to represent_____.	Elaborate on_____.
Devise a way to_____.	Think of an original way to represent_____.	What could be done to integrate_____?
Hypothesize the reason for_____.	Develop an experiment to determine_____.	How would you test_____?
Design a fair test for_____.	How would you combine_____ to create a different_____?	What would happen if_____?
Predict the outcome of_____.		What changes would you make to revise_____?
Develop a theory to explain_____.		

**EVALUATION**

Original Bloom's Taxonomy VI

**[EVALUATE]**

Revised Bloom's Taxonomy V

ability to judge value for purpose; base on criteria; support judgment with reason (no guessing)

assess according to some set of criteria, and state why

**KEY WORDS**

LEVEL 2

agree	conclude	decide	estimate	influence	prioritize	reconstructs
appraise	consider	defend	evaluate	interpret	progress	select
appreciate	contrast	determine	explain	judge	prove	support
assess	criticize	discriminate	give opinion	justify	rate	test
choose	critique	dispute	grade	measure	rearranges	value
compare	debate	editorialize	importance	perceive	recommend	verify

**CLASSROOM TIPS**

LEVEL 2

How To Teach: letters, group with discussion panel, court trial, survey, self-evaluation, value, allusions

What To Observe: judge, debate, evaluating, editorialize, recommend

Instructional Strategies: design, decision-making situations, debates, discussions

**QUESTIONING PROMPTS**

LEVEL 2

Based on the evidence, explain your choice_____.	How would you prove/disprove_____?	What is the significance of_____?
Compare the ideas of_____.	Rate the_____.	What criteria would you use to assess_____?
How else would you_____?	State a case that would support/reject_____.	What choice would you have made_____?
How would you critique_____?	What is the most important_____?	What data was used to evaluate_____?
How would you interpret_____?	What data was used to evaluate_____?	What is your opinion of_____?
How would you verify_____?	What would you conclude about_____?	Which_____ is valid?
		Would it be better if_____, why?

Bloom's Taxonomy (1956) has stood the test of time. Recently, Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. The Teacher's Desk Reference™ reflects those recommended changes as a secondary categorization. Key Words, Classroom Tips and Questioning Prompts coincide with Original Bloom's Taxonomy.

## WRITING PSSA PERSUASIVE SCORING GUIDELINE

4	<b>FOCUS</b>	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	<b>ORGANIZATION</b>	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	<b>STYLE</b>	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	<b>FOCUS</b>	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	<b>ORGANIZATION</b>	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	<b>STYLE</b>	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	<b>FOCUS</b>	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	<b>ORGANIZATION</b>	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	<b>STYLE</b>	Limited control of language and sentence structures that creates interference with tone.
1	<b>FOCUS</b>	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	<b>ORGANIZATION</b>	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	<b>STYLE</b>	Minimal control of language and sentence structures that creates an inconsistent tone.

## WRITING PSSA CONVENTIONS SCORING GUIDELINE

4	Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.
3	Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.
2	Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.
1	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.